

CPD session planning checklist

The following checklist is a guide I use to help me remember all the constituents I think are important to consider when planning a training session. While there may be external conditions that limit the ability to fulfil all components, in general, I find that sessions that include these things are more successful. These are not in chronological order but have been sequenced into what I consider to be the four main sections of a session.

Section	Present?	Rationale
Start		
Do Now:		This could be the recall of important information pertinent to this session from previous work or the opportunity to reflect on an aspect of their current practice that you are looking to improve.
Why this?		Why are we investing time in this idea? Why is this the most important thing?
Why now?		Why are we doing it now? How does it fit into the school's improvement plan?
Setting the scene: Persistent problem		What problem that your teachers have does this session solve?
Explaining new content and techniques		
Explain, evidence then define*		Explain the solution to the problem, citing evidence from relevant sources, before naming the technique and clearly defining it.
Example 1		Simple example of the technique in action to illustrate the main features of it.
Example 2		Second example shows how the technique is reasonably adjusted for different subject/content/audience
Non-example		Third example shows common misapplication of technique
Discussion		Opportunities for staff to reflect on the features or impact of the technique. E.g. Why is the non-example a misapplication?
Checking for understanding		Checks the key features of the technique have been fully understood by everyone at each stage
Practice		
Deliberate practice		Any routine that is introduced will need practicing. Firstly as a whole with you leading, then in trios.
Scenarios		Should check teachers can recognise and apply the techniques using fictitious teachers in a variety of situations.
Reflect and prepace		
Discussion/ Commitment		How does this new technique fit into my subject/stage etc.. Leaders publicly commit to how their team will begin using this technique.
Co-planning		Curriculum resources that might need adapting to encourage new techniques are best done collaboratively. Aim for teachers to leave the session 'next lesson ready'.

*Influenced by Teaching Secondary Science: A Complete Guide by Adam Boxer